



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

800 N. 9th Street, Coolidge, AZ 85228

Coolidge Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Macon Thompson
Schedule : 07:30 AM to 04:00 PM
Grades : K-6
2005 Enrollment : 677
Web Address : cusd.k12.az.us
Phone Number : (520) 723-2202
Fax Number : (520) 723-2203
E-mail : mthompson@cusd.k12.az.us

Mission

Hohokam School is dedicated to putting students first by becoming a learning community with staff who are unified to promote quality education, while continually emphasizing the characteristics of respect, professionalism and accountability.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Not Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Utilize a variety of instructional techniques to ensure all students the greatest amount of academic success. Students will receive a minimum of 90 minutes of uninterrupted reading instruction daily.
- ü Promote a safe environment, conducive to learning that is free from disruption and violence by utilizing assertive discipline and proactive counseling.
- ü Plan instruction based on state standards and data obtained from on-going assessments. Provide reteaching and enrichment activities based on results of continuous progress monitoring.
- ü Continue to provide teachers with inservice training that will familiarize them with the tools to make instructional plans based upon data and ways to actively engage all types of learners.

Enrollment

October 1, 2004 School Year Student Enrollment : 644
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 26

Instructional Programs

- ü Reading Counts Program
- ü 21st Century Grant...After school
- ü Title I Services
- ü ELL Services
- ü Reading First
- ü DARE grade 5

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Assure a safe/nurturing environment. Provide all learning materials, such as textbooks, paper, pencils, art supplies--free of charge. Make a healthy breakfast and lunch available. Provide an open-door policy to parent's concerns and ideas.

Parents

Ensure students attend school on a regular basis. Provide a safe and nurturing environment that will enable students to complete homework. Provide appropriate clothing for students. Teach students a sense of right and wrong and to be responsible.

Transportation Policy

Transportation is provided to those students who live outside a one-mile radius of their school. Student discipline on buses is strictly enforced. Transportation is also provided to all handicapped students who need it.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	190	298	79306	98	100	99	420	426	445	19	16	10	32	26	18	44	52	51	5	6	20
All Students (Prior Year)	204	269	75509	99	100	100	472	479	521	36	32	13	39	37	23	20	23	33	5	8	31
Female	107	163	38691	98	100	99	416	423	446	18	16	10	34	28	18	45	52	52	3	5	20
Male	81	130	40583	96	99	99	425	431	445	21	16	11	29	23	18	42	53	50	8	8	21
African American	18	21	4041	100	100	99	408	407	426	31	33	17	25	28	23	44	39	50	0	0	10
Hispanic	88	111	32869	95	96	99	417	421	429	19	17	15	34	31	25	44	49	51	4	3	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	32	34	4264	100	100	100	410	413	419	24	23	19	41	39	30	28	32	45	7	6	6
White	52	131	36197	100	100	99	434	439	463	13	11	5	26	17	11	53	63	53	9	9	31
Students with Disabilities	38	51	10321	100	100	100	412	410	389	29	33	30	29	28	27	32	33	34	9	7	9
Students without Disabilities	152	247	69060	97	100	98	422	430	454	17	13	7	33	26	17	46	56	54	4	6	22
Limited English Proficient Students	37	40	15509	97	98	100	410	412	406	22	21	20	39	38	30	36	38	45	3	3	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	151	192	39415	97	97	96	417	419	431	22	20	15	32	29	25	40	45	50	6	6	10
Non-Economically Disadvantaged	39	106	39966	100	100	100	430	441	459	6	8	6	32	18	12	59	67	52	3	7	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	194	302	79395	100	0	99	430	436	446	11	10	9	41	37	25	44	49	55	3	5	11
All Students (Prior Year)	206	271	75492	100	100	100	496	502	519	24	19	12	29	26	16	41	44	47	7	10	24
Female	109	165	38743	100	0	100	430	436	451	13	11	7	38	34	24	47	51	57	2	3	12
Male	83	132	40618	99	0	99	430	437	440	9	8	11	45	40	27	40	45	53	5	7	9
African American	18	21	4052	100	0	100	420	419	434	13	11	11	56	61	29	31	28	54	0	0	6
Hispanic	89	112	32915	96	0	99	427	430	426	11	10	15	46	43	35	41	44	47	2	3	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	33	35	4271	100	0	100	428	430	420	10	9	15	47	44	42	40	44	41	3	3	2
White	54	133	36221	100	0	99	440	447	465	12	10	4	27	25	15	55	58	63	6	7	17
Students with Disabilities	38	51	10331	100	0	100	425	423	388	3	9	25	56	53	37	38	33	34	3	5	4
Students without Disabilities	156	251	69139	100	0	99	431	439	454	13	10	7	38	34	24	45	52	58	4	5	11
Limited English Proficient Students	38	41	15545	100	0	100	413	414	399	14	13	21	57	58	42	30	30	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	154	195	39484	99	0	96	426	429	429	13	12	14	43	42	35	40	43	47	3	2	4
Non-Economically Disadvantaged	40	107	39986	100	0	100	445	453	461	3	5	4	34	26	16	57	60	63	6	9	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	194	302	78869	100	100	99	410	423	442	11	11	6	35	28	21	51	54	63	3	7	10
All Students (Prior Year)	203	267	75053	99	100	99	514	532	597	19	17	7	24	21	12	56	61	72	1	1	9
Female	109	165	38536	100	100	99	425	435	458	5	6	4	32	26	15	60	60	67	3	8	14
Male	83	132	40302	99	100	99	390	407	428	20	17	8	39	32	26	39	45	60	3	6	7
African American	18	21	4015	100	100	99	418	421	430	13	11	8	31	33	24	44	39	61	13	17	7
Hispanic	89	112	32606	96	97	98	411	418	426	9	8	8	40	37	27	49	51	60	2	4	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	33	35	4245	100	100	100	399	406	423	17	16	9	37	34	26	47	47	61	0	3	4
White	54	133	36078	100	100	99	413	434	459	12	12	4	27	18	16	59	62	66	2	9	14
Students with Disabilities	38	51	10246	100	100	100	375	368	367	24	30	18	35	33	39	41	33	40	0	5	4
Students without Disabilities	156	251	68697	100	100	98	419	435	454	8	7	4	35	28	18	54	59	67	4	8	11
Limited English Proficient Students	38	41	15339	100	100	100	387	390	399	19	18	11	32	33	31	49	50	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	154	195	39106	99	99	95	407	412	427	13	12	8	33	31	28	52	53	59	2	4	5
Non-Economically Disadvantaged	40	107	39837	100	100	100	424	448	457	6	8	4	43	23	14	46	56	67	6	13	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	229	322	78906	97	100	99	477	482	498	25	22	13	26	25	19	39	42	48	10	11	20
All Students (Prior Year)	233	282	76019	99	100	100	470	470	499	27	26	14	50	51	39	8	9	14	14	14	33
Female	112	167	38644	99	100	99	477	484	500	22	19	12	29	30	19	42	39	49	8	12	19
Male	117	155	40236	96	96	99	476	479	497	28	25	15	23	21	19	37	45	46	12	9	20
African American	23	26	4087	100	100	99	455	457	481	45	42	20	18	17	24	36	42	45	0	0	11
Hispanic	91	111	31938	97	99	99	475	477	481	30	29	19	24	26	25	34	33	46	11	12	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	58	63	4593	95	95	100	477	479	467	15	14	26	38	37	29	40	40	39	8	9	6
White	56	120	36483	100	100	99	490	495	517	18	15	7	18	20	13	49	51	51	14	13	30
Students with Disabilities	36	51	10664	97	100	100	431	438	430	68	56	42	21	28	27	7	13	26	4	3	5
Students without Disabilities	194	272	68310	98	99	98	484	489	509	18	16	9	27	25	18	44	47	51	11	12	22
Limited English Proficient Students	41	48	12573	100	100	100	468	464	454	29	32	27	29	30	30	38	34	38	5	4	5
Migrant Students	NC	NC	125	NC	NC	NA	NC	NC	476	NC	NC	18	NC	NC	35	NC	NC	42	NC	NC	5
Economically Disadvantaged	165	198	38679	98	97	96	468	468	483	31	29	20	25	28	25	38	38	45	6	5	10
Non-Economically Disadvantaged	65	125	40295	98	100	100	496	504	513	11	10	7	29	22	13	43	49	50	17	19	30

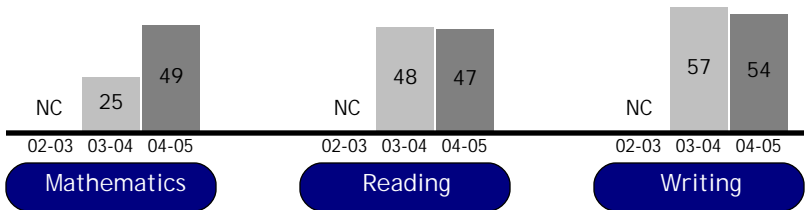
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	229	322	78908	97	0	99	465	470	484	20	17	10	34	32	23	44	50	58	2	2	9
All Students (Prior Year)	231	280	76020	98	99	100	491	492	503	37	35	25	28	29	23	30	31	40	4	4	12
Female	112	167	38648	99	0	99	469	474	489	14	12	8	38	33	22	46	52	61	3	3	10
Male	117	155	40233	96	0	99	461	465	479	25	22	12	30	31	25	43	47	55	1	1	8
African American	23	26	4092	100	0	99	448	452	473	36	33	12	36	33	28	18	25	54	9	8	5
Hispanic	91	111	31940	97	0	99	460	463	465	24	22	16	37	38	32	39	41	49	0	0	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	58	63	4569	95	0	100	465	467	457	13	12	18	42	40	39	43	46	41	2	2	2
White	56	120	36502	100	0	99	479	482	502	12	10	4	20	21	14	65	66	67	2	2	15
Students with Disabilities	36	51	10665	97	0	100	434	444	423	46	33	30	25	31	36	29	36	31	0	0	2
Students without Disabilities	194	272	68312	98	0	98	469	474	493	15	14	7	36	32	21	47	52	62	2	2	10
Limited English Proficient Students	41	48	12556	100	0	100	450	448	436	26	28	24	43	45	40	31	28	35	0	0	1
Migrant Students	NC	NC	125	NC	NC	NA	NC	NC	457	NC	NC	22	NC	NC	40	NC	NC	38	NC	NC	0
Economically Disadvantaged	165	198	38662	98	0	96	458	459	468	25	23	16	35	36	32	38	39	49	2	2	3
Non-Economically Disadvantaged	65	125	40315	98	0	100	479	486	498	8	6	5	33	27	15	57	66	66	2	2	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	229	322	78750	97	100	99	482	486	500	11	11	6	35	31	29	53	57	63	0	0	2
All Students (Prior Year)	232	281	75673	98	99	100	518	516	530	13	12	12	29	31	25	56	56	58	2	1	4
Female	112	167	38586	99	100	99	502	502	515	5	6	4	31	27	22	64	66	71	0	1	3
Male	117	155	40135	96	96	99	462	468	486	18	16	8	40	36	35	42	48	56	0	0	1
African American	23	26	4081	100	100	99	451	457	488	14	13	8	59	54	32	27	33	59	0	0	2
Hispanic	91	111	31841	97	99	99	475	474	483	13	13	8	35	34	36	52	53	55	0	0	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	58	63	4586	95	95	100	504	506	481	4	4	8	32	32	37	64	65	54	0	0	1
White	56	120	36440	100	100	99	483	493	516	16	13	3	29	22	22	55	63	71	0	1	4
Students with Disabilities	36	51	10622	97	100	100	406	418	415	43	38	21	39	36	50	18	26	28	0	0	1
Students without Disabilities	194	272	68196	98	99	98	494	497	513	6	6	3	35	31	25	59	62	69	0	0	3
Limited English Proficient Students	41	48	12504	100	100	100	470	460	451	14	17	12	36	38	44	50	45	43	0	0	1
Migrant Students	NC	NC	126	NC	NC	NA	NC	NC	464	NC	NC	14	NC	NC	44	NC	NC	41	NC	NC	0
Economically Disadvantaged	165	198	38558	98	97	96	473	470	485	15	15	8	35	35	37	50	50	54	0	0	1
Non-Economically Disadvantaged	65	125	40260	98	100	100	500	511	514	3	4	3	37	27	21	60	69	72	0	1	4

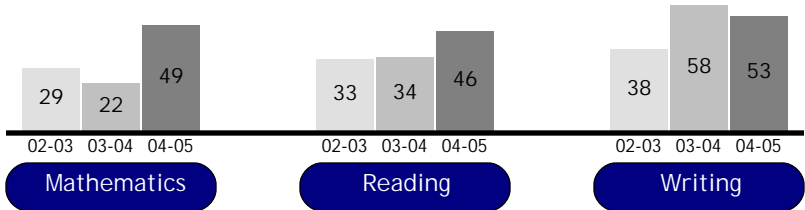
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	35	50	--	--	NA	58	--	--	44	47
	Language	--	--	32	43	--	--	42	50	--	--	43	47
	Mathematics	--	--	39	57	--	--	44	64	--	--	45	50
3	Reading	--	--	31	47	95	31	NA	55	100	36	40	44
	Language	--	--	34	54	98	31	34	61	100	34	38	44
	Mathematics	--	--	29	54	98	23	29	61	98	36	42	51
4	Reading	--	--	37	52	93	35	NA	56	100	37	41	48
	Language	--	--	34	48	95	32	33	52	100	37	41	49
	Mathematics	--	--	36	57	97	32	37	61	100	41	44	53
5	Reading	92	35	35	50	97	39	NA	55	98	38	41	50
	Language	96	31	31	46	100	34	34	49	98	35	40	50
	Mathematics	97	38	38	57	99	41	42	63	98	35	39	49
6	Reading	95	39	39	53	--	--	NA	56	--	--	39	51
	Language	97	35	35	45	--	--	26	48	--	--	36	47
	Mathematics	98	44	44	62	--	--	42	66	--	--	39	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 3 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Student Discipline
- ü Student Attendance
- ü School Safety Issues
- ü Promotion/Retention Issues
- ü Student Uniform Issues
- ü Parent/Educator Relations

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	33.00
Other Professional Staff	3.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	1	0	0
4 to 6 years	6	1	0	0
7 to 9 years	1	1	0	0
10 or more years	11	6	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	9%
Percent of core classes not taught by Hightly Qualified Teachers	12%

Resources Available at School Site

Special Facilities

- ü Library/Media Center

Extracurricular Activities

- ü After School Computer Lab
- ü Intramural Sports for 4th, 5th, and 6th
- ü Tutor.com
- ü Student Council
- ü 21 Century Program

Social Services

- ü After School Tutoring
- ü Counseling Services
- ü Breakfast/Lunch Programs
- ü Health Services
- ü Family Resource Center

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

ü This school configuration has just started for the 2005-2006 school year and as such we have no last year accomplishments to report.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	8	12	12	17
Transfers In Rate ⁶	20	28	28	37
Stability Rate ⁷	91	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Zero-tolerance is the philosophy of CUSD when it comes to misbehavior that may jeopardize the safety of our students. We are taking a very proactive stance on student discipline. Students in 5th and 6th grade are trained in peer-mediation and conflict resolution.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

12

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Macon Thompson	(520) 723-2202
Transportation Policy	Mariann Amerson	(520) 723-2053
Community Resources	Bonnie Palmer	(520) 723-2088
School Nutrition Programs	Johnny Jones	(520) 723-2083
Parent Organization	Mary Ivanoff	(520) 723-2202
Student Health/Nurse	Darlene Jordan	(520) 723-2285

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.